IT

Moderators' report

OCR Level 1/Level 2

Cambridge National in

IT

J836

For first teaching in 2022 | Version 1

R060-R070 Summer 2023 series

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Contents

Introduction

Our Lead Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Please note, the content for this report is based on candidate work submitted in the June 2023 series and does not include work from the extraordinary autumn submission opportunity. It is possible that not all units are covered within the report, however candidate style work is available for all internally-assessed units on Teach Cambridge and candidate exemplars from the 2023 series will be available from the autumn.

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Unit R060 General overview

Candidates are provided with an OCR set assignment. Candidates are required to plan, design, create, test, and evaluate a spreadsheet solution. The assignment provides information relating to the client requirements and a number of files containing the assets to be used. Candidate evidence must include their planning and design documentation, the actual spreadsheet solution completed by them, documented test plan and evaluation. There is no requirement to submit the set assignment or assets provided by OCR.

It was noted that while many candidates achieved useful marks for Task 2 (Topic Area 2), creating a spreadsheet solution, marks tended to be lost for Task 1 (Topic Area 1), planning and designing the spreadsheet solution and tasks 3 (Topic Area 3 and 4) testing and evaluation of effectiveness of spreadsheet solution. It was also in the areas of Tasks 1, and 3 where some centres had been over-generous with the marking of the evidence. The comments below will highlight the key considerations when marking candidates' evidence and the awarding of marks within the mark bands.

It is also important that centres make sure that the evidence submitted is clearly linked to the correct candidate, complete and accessible. There were occasions where centres had to be contacted to submit/resubmit evidence again resulting in a delay of the moderation process.

Some centres were required to address clerical errors where the Unit Recording Sheet (URS) for a candidate did not reflect the marks uploaded by the centre. It is important that marks are thoroughly checked before submission as this can result in a delay of the moderation of the evidence and issues of results.

Below are some **general points for centres to consider** for future submissions:

- Make sure that the Unit Recording Sheet (URS) for each candidate is completed in full and:
    - provides a clear indication as to what evidence is being marked against the criteria.
    - reflects all evidence that has been presented (there were some occasions where the URS stipulated no marks awarded and yet the evidence was available).
    - matches the marks being uploaded to OCR interchange or OCR Submit for Assessment.
- Evidence uploaded in the repository or submit for assessment is complete and all evidence required for each candidate available.
- Evidence submitted via the post is in a digital format only and no paper evidence included.

Comments by Topic Area (TA)

TA1 - Planning and designing the spreadsheet solution

This topic area relates to Task 1 of the NEA assignment for planning and designing the spreadsheet solution. The task assessment is sub-divided into two strands.

Strand 1 relates to the selection and use of planning tools while strand 2 relates to the design of the spreadsheet solution including the Human Computer Interface (HCI) and required outputs. When awarding marks, each section should be considered in isolation.

Strand 1 (0 – 10 marks)

When considering the use of the design tools to plan the solution, a judgement has to be made on what tools have been selected, what they have been used for, how they have been used and whether the features for each tool have been fully utilised in order to develop an effective plan for the solution.

There is no numerical relevance to how many design tools are used, but how effectively they were used for the planning and design of the spreadsheet solution. It is important for assessors to consider the design tools that have been selected, how they have been used to plan and design the spreadsheet solution. When considering a design tool, is its use fit for purpose? Have the features that the design tool offered been used well?

The design tools are listed on page 22 of the [specification](#)

Strand 2 (0 -13 marks):

For this strand of the task, consideration is given to the actual effectiveness and relevance of the design documentation produced and that all aspects of the user requirements have been covered. This is further sub-divided into three sections:

   a. *the functional design

   b. *the system outputs to be produced

   c. *the HCI.

Each of these sections need to be considered separately based on what the client requirements are for the solution as stipulated in the NEA assignment.

In each section, it is important to establish which mark band the evidence sits in and then within the mark band the marks that can justifiably be awarded based on the assignment requirements. Where evidence falls into different mark bands, a best line of fit approach can be taken.

It is important that reference is made to Appendix B on page 55-57 of the [specification](#) when making judgements on whether evidence is deemed for example as limited, adequate, or effective. Appendix B clarifies the demands for each command word used within the NEA marking grids.

Some centres were over-generous with their marking and had not made judgements specific to each strand but awarded marks on a more holistic approach. Each stand must be considered independently when marking and a line of best-fit approach taken.

Strand 1

Candidates achieving MB3, utilised different design tools and used them for an appropriate purpose within the design stages. The use of the features of the design tools were also used to their full potential.
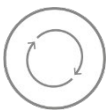
At the lower MBs, candidates did not consider the use of the different design tools available to them and therefore their selection were more restrictive reducing the effectiveness of the uses and associated features.

Strand 2

Candidates achieving MB3 had considered the majority if not all of the client requirements as indicated in the NEA set assignment. These were clearly documented, and a third party could easily produce the spreadsheet solution based on the designs presented. At the lower end of the MBs, candidates did not consider all of the user requirements and their designs were unclear and difficult to follow. Centres are advised to consider each of the sections separately and then apply the line of best-fit principle.

    a. the functional design*the system outputs to be produced

    b. the HCI.

Assessment for learning

Limited:
- Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding.
- Work produced is a starting point rather than developed process, concept, or output.

Adequate:
- Work includes the appropriate number of facts or concepts but does not include the full detail, contextualisation, or examples.

Effective:
- Applied the skills required to the task and is successful in producing the desired or intended result,
- The work produced is effective in relation to a brief.

It is important that candidates also understand the demands of these command words and consider them when putting together their evidence.

Misconception

It is not expected that candidates will identify formulae/functions indicating cell references during the design stage as they will not have developed the spreadsheet solution. Candidates who include formulae/functions indicating cell references as per their spreadsheet solution will be deemed as having completed some aspects of the design documentation retrospectively. Therefore, marks would be adjusted accordingly.

TA2 – Creating the spreadsheet solution

This topic area relates to Task 2 of the NEA assignment for the creation of the spreadsheet solution. This task assessment is also sub-divided into two strands.

Strand 1 (0 – 10 marks)

This relates to the tools and techniques used by the candidates when creating the solution. Did they maximise the opportunity to use the tools available within the software? Did they use efficient techniques to achieve the required outcomes. When making assessment judgements for this section, it is important to consider what tools candidates have used (based on what they have been taught and what the software provides). Also, consider the techniques used for example when manipulating data to produce calculated results, developing the HCI, implementing data integrity etc.

Strand 2 (0 – 13 marks)

This relates to the evidence presented by the candidate for sub-sections aspects that includes the creation of the HCI, the processes they have implemented for generating accurate and high-quality data as well as the presentation of required information. Each of these aspects should be considered along with the associated sub-section within the mark scheme. There are five sub-sections for mark bands (MB)2 and MB3 and three sub-sections for MB1. It is important to refer to these along with the requirements of the NEA assignment to help inform a judgement on whether the evidence presented is:

a. limited and inefficient (MB1),

b. adequate with inefficiencies, outputs are partly relevant and partially generated with a limited range of data integrity (MB2)

    or

c. effective with efficient processes, outputs are fully relevant and fully generated with a range of data integrity implemented (MB3).

Some centres were over-generous with their marking and classifying evidence as being effective and efficient at the top end of MB3, when aspects of the requirements within the assignment had not been attempted or completed, the solution contained some inefficiencies and outputs were not always relevant or clear. Where evidence falls into more than one mark band, a line of best-fit can be applied.

When marking the evidence, it should be noted whether the candidate has met all of the client requirements as indicated on the NEA set assignment e.g. did the candidate created an HCI that meets the client requirements as per the NEA and does it function well, and easy for an end user to understand how to use it? Then a decision can be made as to which MB this particular aspect of the solution falls into. This approach should be taken for each aspect of the spreadsheet solution following the MB marking grid and a line of best-fit principle can then be applied.

It is important that centres familiarise themselves with the command word descriptors in Appendix B on of the [specification.](#)

Strand 1

Candidates achieving MB3 were able to use the techniques they had been taught and available software tools when developing the solution. This ensured a more automated approach for any calculations, future predictions, and data integrity. Candidates at the lower MBs did not always use the software tools and techniques features available and used a manual approach to achieve outcomes, which indicated inefficiencies within the solution although not necessarily creating errors in the data presented.

Strand 2

As stated, some centres were over-generous with their marking and had not ensured that the candidates had addressed all of the client requirements as indicated in the NEA, charts were suitably labelled, and data integrity was complete. Centres who marked leniently tended to focus purely on the use of formulae

and functions. At the lower MBs, candidates did not use the software to its full potential and many of the calculations were manually carried out. Also, candidates who did not address all of the client requirements as indicated in the NEA would only be able to achieve a mark within the lower MBs.

Applying marks within a mark band

A line of best-fit can still result in a candidate being placed in the higher mark band. However, this would clearly indicate that a candidate could not be awarded the marks at the top end of the mark band.

TA3 – Testing the spreadsheet solution

Strand 1 (0 – 7 marks)

Testing is strand 1 within task 3. Candidates are provided with the test plan with a selection of tests to carry out and document and is part of task 3 in the NEA set assignment. Candidates should be encouraged to carry out the test iteratively as they are developing the spreadsheet solution as opposed to end-loading the tests. To achieve marks within MB3, candidates are required to fully document the tests. It is therefore important, that they:

a. state exactly what test data they are going to use,

b. what they expect the result to be

c. what the actual result of the test was.

In addition, where a test has failed, candidates should make it clear what action they are going to take to address the problem and provide evidence of re-testing. Candidates who do not perform all of the given tests cannot achieve the higher marks of MB3. In addition, candidates who regurgitate the test criteria as opposed to providing the detail of what, how etc, cannot be awarded MB3 for fully documenting the tests.

Candidates who do not make it clear on the test plan what they were actually using to carry out the test, the results and how they addressed issues could only be awarded marks within the lower mark bands (MBs).

Misconception – additional tests on test plans

Candidates are not required to perform additional tests to those that are indicated on the test plan provided for the NEA set assignment. Candidates who document additional tests they have carried out cannot be credited for this additional work.

TA4 – Evaluating the spreadsheet solution

Strand 2 (0 – 7 marks)

The evaluation is strand 2 within Task 3. This is an aspect of assessment that few candidates did well in this series. Within the mark bands the command words are basic (MB1), adequate (MB2), and comprehensive (MB3). The evaluation is on the effectiveness of what they have developed to meet the client requirements stipulated in the NEA set assignment brief. A candidate who merely states what they did (even if against each of the requirements) is basic at best. It is simplistic and a starting point but is not developed into an evaluation of the effectiveness of what they have done. Candidates who describe

the effectiveness of their solution and HCI can only be placed in MB2. A comprehensive evaluation will cover all aspects of the solution and include not only how they implemented something, but why it was effective and how it met the client requirements.

It is important that centres familiarise themselves with the command word descriptors in Appendix B of the specification.

In order to maximise the potential for marks, it is important that candidates are able to evaluate and understand what they are evaluating. Many candidates merely stated what they did and not consider how and what they developed was effective against the client requirements.

Assessment for learning - evaluations
Candidate evidence is often just a description of what they have done. This is not an evaluation. They are required to judge the quality, value/relevance of what they have done. They should be thinking about whether the way that they have developed the spreadsheet solution is the best way of achieving the results required (to meet the client requirements) and what improvements they could make.

OCR support
A range of resources are available to centres to support the delivery and assessment of this unit via the Teach Cambridge portal You must be a registered user to access the qualification support materials from Teach Cambridge. If you do not have access to Teach Cambridge, then please liaise with your exam officer who will be able to arrange your access.

Unit R070 General overview

Candidates are provided with an OCR set assignment. Candidates are required to design, create, test, and review an Augmented Reality (AR) model prototype. The assignment provides information relating to the client requirements and a number of files containing the assets required to complete the tasks.

Candidate evidence must include their planning and design documentation, a video/screen recording demonstrating the AR model prototype, documented test plan and review. There is no requirement to submit the set assignment or assets provided by OCR.

Centres can use any AR software development kit (SDK) available for this unit that allows candidates to address the client requirements for the NEA set assignment. It is important that the AR model prototype is a high-fidelity prototype where it indicates a close resemblance to the final product and provides an opportunity for an end user to test the functionality and user experience.

TA1 – Augmented Reality

Misconception – TA1: Augmented Reality (AR)
? 　TA1 is the theory behind the concept of Augmented Reality (AR) and it is important that candidates are taught the content of TA1 in full. Candidates are not tested on this theory within the assignment. It is not necessary for centres to encourage candidates to submit evidence of this theory. It is impinging on the time they have available for the NEA set assignment and will be ignored during the moderation process.

TA2 – Designing an Augmented Reality (AR) model prototype

As with R060 there are two strands to Task 1 of the NEA set assignment relating to topic area2.

Strand 1 relates to the selection and use of design tools and features to plan the AR model prototype based on user requirements.

Strand 2 relates to the development of the planning and design documentation.

The teaching content within the specification provides a clear indication as to the expectations for the planning and design evidence. It is important that the evidence in relation to the use of design tools and features when planning is considered separately to the actual content of the planning and designing aspect.

Strand 1 (0 – 10 marks)

For strand 1, when considering the use of the design tools for planning, a judgement has to be made on what tools have been selected, what they have been used for, how they have been used and whether the features for each tool have been fully utilised in order to develop an effective plan and design for AR model prototype.

This will enable centres to make an informed judgement on whether the use of design tools and associated features are limited and under-utilised by the candidates (MB1), whether they are adequately used and contain the main concepts but lacks some clarity (MB2) or whether they are effective and are

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fully utilised to develop an effective plan of the AR model prototype (MB3). Once the mark band is established, then a decision can be made as to what marks can be awarded.

Strand 2 (0- 13 marks)

For strand 2, consideration is given to the evidence for the planning and design of the AR model prototype and the level of detail provided by the candidate.

There are two parts to this, the analysis and meeting of user requirements as per the assignment and then the technical design aspect and how that is documented. The mark bands are limited (MB1), adequate (MB2) and effective (MB3) and if considering a line of best-fit for the actual planning and design, consideration needs to be given as to whether one aspect is stronger within a mark band than the other.

For example, a candidate's evidence for the planning and design based on the analysis of user requirements shows some effectiveness and therefore in MB3, yet the technical planning and design is adequate and placed in MB2. A decision would then be made as to whether the candidate could be awarded an appropriate mark in MB3 or whether they would be more appropriately awarded marks in MB2.

Each stand must be considered independently when marking and a line of best-fit principle taken.
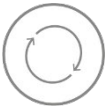
Strand 1

Candidates achieving MB3, utilised different design tools and used them for an appropriate purpose within the design stages. The use of the features of the design tools were also used to their potential. At the lower MBs, candidates did not consider the use of the different design tools available to them and therefore their selection were more restrictive reducing the effectiveness of the uses and associated features. There were some instances where candidates used a design tool, and it could not be clearly established as to its purpose for the overall planning and design of the AR model prototype. It appeared to be more of a means to provide evidence of using an additional design tool as opposed to having any real value.

Strand 2

Candidates achieving MB3 had considered the majority if not all of the client requirements as indicated in the NEA set assignment. These were clearly documented, and a third party could easily produce the AR model prototype based on the designs presented. At the lower end of the MBs, candidates did not consider all of the client requirements and their designs were unclear.

Assessment for learning

Limited:
- Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding.
- Work produced is a starting point rather than developed process, concept, or output.

Adequate:
- Work includes the appropriate number of facts or concepts but does not include the full detail, contextualisation, or examples.

Effective:
- Applied the skills required to the task and is successful in producing the desired or intended result,
- The work produced is effective in relation to a brief.

It is important that candidates also understand the demands of these command words and consider them when putting together their evidence.

TA3 – Creating an Augmented Reality (AR) model prototype

Centres can use any Augmented Reality SDK for the development of the AR model prototype, as long as it enables candidates to address the requirements of the NEA set assignment tasks. However, centres are reminded that the evidence must be a video/screen recording of the AR model prototype in action. Centres cannot submit evidence as QR codes or a series of screen images. Centres are also reminded that it must be a high-fidelity prototype.

Some centres had encouraged candidates to show how they created the AR model prototype in a series of videos. This is not required and impinges on candidate time. Candidates are only required to provide a video demonstration of the completed AR model prototype functioning as intended. Centres are also reminded that candidates must be provided with a quiet location to record their demonstrations, especially when they are trying to confirm that the use of audio has been included as required.

The assessment for this particular task is divided into two strands:

Strand 1 - the use of tools and features for the creation of the prototype incorporating user interaction

Strand 2 - the quality and presentation of the information to the audience and the overall user experience

Strand 1 (0 – 10 marks)

This is where consideration is given to the type of tools and features the candidate has used and whether the use is limited (MB1), adequate (MB2) or effective (MB3). In addition, is there only a basic level of user interaction when further use of tools and features would have made this more effective. The majority of candidates did this well and fully utilised the tools and functions available within the SDK. Lower MBs candidates only used some of the tools and functions which impacted on their overall completed AR model prototype.

Strand 2 (0 – 13 marks)

This is where consideration is given to the overall AR model prototype. This is further divided into:

a. the presentation of the information

b. the quality and relevance of the information

   c. the user experience.

Candidates are provided with the assets for this assignment. Candidates are only expected to adjust these assets in some way to enhance the presentation/display. Some candidates added additional assets of their own and while these were well done, it is not a requirement and candidates cannot be awarded additional marks.

When considering the quality and relevance of the evidence, it is important to consider how the information is being presented e.g. is it clearly visible, is it relevant to the subject being displayed. Is the right information being displayed at the right time. Please refer to the information provided within the scenario.

Finally, the user interaction marks are awarded for how smooth the transition is from one context to the other. Can the user clearly understand how they access the information by activating the triggers and moving through the layers.

There have been some very good examples of the AR model prototype that had been well thought out by the candidates. While fully meeting the client requirements within the NEA set assignment, the candidates ensured that the user interaction flowed well and that the presentation of the information was clearly displayed. There were some instances where the marking has been over-generous and the presentation of information and/or user experienced was adequate at best. The user interaction did not flow as well as those in MB3 and the information was not displayed/presented well.

> ### Misconception – use of QR codes
>
> **?**   While some AR SDKs provide the opportunity to generate a QR code for the prototype, it cannot be accepted as evidence. The only acceptable evidence is a screen/video recording of the AR model prototype being demonstrated. The video needs to show all aspects of the developed prototype with respect to functionality and experience. It is also extremely important that any audio assets that are used can be clearly heard on the screen/video recording produced.

TA4 – Testing and reviewing

This is linked to task 3 of the assignment and divided into two strands.

Strand 1 relates to the testing of the prototype (which should be conducted iteratively)

Strand 2 relates to the review of the effectiveness of the processes followed as well as the effectiveness of tools and techniques used to develop the AR model prototype.

Strand 1 (0 – 7 marks)

Candidates are not provided with a test plan specifying tests to be completed. It is therefore important that candidates consider in advance (as part of the planning stage), what tests they need to carry out during the development of the prototype as well as on its completion. The mark bands are indicated by limited (MB1), adequate (MB2) and effective (MB3).

When marking candidate evidence, consideration need to be given to the range of tests that have been carried out and how these have been documented. It must be clear what the purpose of the test was, how the test was carried out, what the expected results were and what the actual results were, how issues were resolved and evidence of re-testing. To be classified as effective, the test plan must contain

sufficient testing of all aspects of the prototype and documented in such a way, that a third person could take the test plan and replicate the tests exactly.

The testing aspect allows candidates to gain useful marks towards their overall mark for the assignment even at MB1. It was noted, especially during the January 2023 series that many candidates did not attempt task 3 of the assignment indicating a potential lack of time. It is important that they are given guidance on how to manage their time effectively.

Strand 2 (0 – 7 marks)

It is important to note that this is different from what is required for R060 which requires an evaluation of the effectiveness of the spreadsheet solution against the client requirements. For R070, the candidates are required **to review the processes they have followed** from the start to the completion and testing of the prototype, as well as the tools and techniques used during the design and the creation stages. Many centres have been over-generous with their marking of the review and placing it in MB3 when it was clearly not comprehensive and did not reflect the demands of the command words as per Appendix B, page 55-57 of the specification.

This particular review strand is sub-divided into two distinct categories:

a. the review of the effectiveness of the processes followed during the design and creation of the AR model prototype

b. the review of the effectiveness of the tools and techniques used during the design and creation stages of the AR model prototype.

For the first category, consideration is given to the depth a candidate has gone into when referring to how effective the processes were that they followed during the design, creation and testing stages. It is important for centres to refer to the guidance defining the command words on page 55-57 of the specification. Has the candidate provided comprehensive detail, is it adequate or is it basic where they just state what went well or not so well? To be effective, candidates will go into detail about each process they followed and carry out a review. They are reflecting back on how they followed each stage of the process and how it helped them develop their AR model prototype as well as potential areas for improvement.

For the second category, consideration is given to the depth a candidate has gone into when referring to how effective the tools and techniques were during the design and the creation stage of the AR model prototype. A decision has to be made as to whether there is sufficient detail to be deemed as comprehensive where there are good descriptions of the tools and techniques used that are further developed into an explanation by stating their purpose and why they were effective (or not as the case may be). The review can only be classed as basic and therefore MB1, if they have merely stated what went well and/or not so well.

OCR support

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